UNIT 5: CURRICULUM DEVELOPMENT IN DISTANCE EDUCATION

UNIT STRUCTURE

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5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the concept of curriculum.
- enlist the different processes of curriculum development in distance education.
- describe the major approaches of curriculum in distance education.
- explain the meaning of Curriculum Evaluation and define Curriculum Evaluation
- define Test, Assessment, Measurement and Evaluation and see the differences among them
- analyse the need of curriculum evaluation
- illustrate the various aspects of Curriculum Evaluation in Distance Education

5.2 INTRODUCTION

One important aim of education in general is the harmonious and all round development of the individual. In order to achieve this, an educational institution organises different types of activities that provide educative experiences to the learner. Such activities are collectively termed curriculum. Thus, curriculum is a broad term used to mean the contents of education. It includes formal and informal educational activities, which are organized by the educational institution in order to develop the personality of the learner. It is an important part of the educational process. Therefore, curriculum includes the different types of activities organized inside and outside the classroom in order to shape the future of the learner. Apart from formal education, in distance education also, curriculum is a necessary component.

In this unit, you are going to learn about the concept of curriculum, curriculum development process, and the major approaches of curriculum in the field of distance education.

Besides, due to rapid growth of information and communication technology (ICT), the higher education system has changed drastically and, as a result, systems like correspondence education, distance education, open education, online education or e-learning have gained a significant foothold in the area of education. With the changing circumstances, a learner can become a better learner in distance mode of education; but she/he needs proper supports, assistance to acquire better knowledge, to develop better skills and attitudes. Moreover, it is a well-known fact that for proper development of a country, its education system must be effective, efficient and productive. Here some questions arise: how can we identify the benefits and drawbacks of a curriculum, how can we measure the effectiveness, efficiency or productivity of a course/programme (or in other words curriculum of that particular course/programme), how can we improve/ modify quality of education etc? To get the answers to these questions we must know the concept of curriculum evaluation. Dear learners, in this unit, we shall also discuss the dimensions of Curriculum Evaluation.

5.3 CONCEPT OF CURRICULUM

The term "curriculum" is derived from the Latin word "currere" which means 'run'. It signifies a 'run-way' or 'a course' which one runs to reach a goal. Thus, curriculum means a course to be run for reaching a certain goal. Curriculum consists of the subject matter or content of education. It includes formal and informal activities, which are organized by the educational institutions in order to achieve the goals of education. It is an important factor in the process of education. Curriculum is a term used for properly planned activities and experiences, which are organized by an educational institution for the learner. It includes both the curricular and co-curricular activities. Curriculum refers to the total programme of the school organized for the students inside and outside the classroom. It is the sum total of good learning experiences that the students get in order to achieve the goals of education. It is framed in accordance with the educational policy of the nation.

Sometimes, two words-curriculum and syllabus are used interchangeably which is not correct. Curriculum is a comprehensive term used to signify all the educational activities organized by an educational institution, whereas syllabus is narrowly conceived as the subject matter framed keeping in view the term end examination. Whereas, a syllabus is the prescribed lessons for a particular subject and the standard to be maintained. Syllabus is not curriculum but a part of it. It is mainly concerned with the activities, which are organized inside the classroom.

Thus, from the above discussion, it is found that Curriculum stands for:

- A school's written course of study and other curriculum materials
- The subject content taught to the learners
- The course offered in a school
- The totality of planned learning experiences offered to learners in a school.

Different renowned educationists and education commissions have put forward their views regarding the concept of curriculum. Some of them

are mentioned below:

- According to A. V. Kelly, professor of Curriculum Studies at Goldsmiths College, University of London, "Curriculum refers to the total programme of an educational institution."
- According to Munroe, "Curriculum embodies all the experiences which are utilized by the school to attain the aims of education."
- According to Cunningham, "Curriculum refers to a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideal (objective) in his studio (school)."
- According to Dr. Zakir Hussain, "Curriculum implies study of languages, science and technology, social science, art, craft, music and physical education. It involves courses, activities, experiences and thus complete environment of the institution."
- According to Crow and Crow, "Curriculum includes all the learner's experiences, in or outside school that are included in a programme which have been devised to help him to develop mentally, physically, emotionally, socially, spiritually and morally."
- According to Rudyard and Kornenberg, "Curriculum in its broadest sense includes the complete school environment involving all the courses, activities, reading and associations furnished to the pupils in school."
- According to Pyne, "Curriculum consists of all the situations that the school may select and consciously organize for the purpose of developing the personality of pupils and for making behaviour changes in them."
- According to Froebel, "Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experiences of the human race."
- According to Richmond, "The curriculum is really the entire programme of the school's work. It is the essential means of education. It is everything that the students and their teachers do. Thus, it is twofold in nature being made up of the activities, the things done, and of the materials with which they are done."

- According to the report of Secondary Education Commission (1952-53), "Curriculum does not mean only the academic subjects traditionally thought in the school but it includes the totality of experiences that pupil receives through the manifold activities that go on in the school - in the class-room, library, laboratory, workshop, playground and in the numerous informal contacts between teachers & pupils. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help the evolution of balanced personality."

The curriculum of distance education is used to describe the teaching materials and other components of study. A typical Open University curriculum will consist of a number of texts, usually called units, audio and video components, counselling/contact sessions, assignment and correspondence teaching, library work, laboratory work, project work and so on.



CHECK YOUR PROGRESS

Q 1: What is Curriculum?

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Q 2: Give a comprehensive definition on curriculum.

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5.4 PROCESS OF CURRICULUM DEVELOPMENT

The process of curriculum development for conventional education and distance education is not same. In the conventional system, the teachers depend on the syllabus, readily available textbooks, and model question papers and so on to teach the students in a classroom. Through classroom lectures and tutorials, the students comprehend the text and

appear for examinations at the end of the term/semester. In this system, there is a greater opportunity for the students to come into contact with the teachers, discuss their academic problems and assess their performance in many formal and informal ways. However, in distance education, the whole system is different. Therefore, the process of curriculum development is also different. Distance learning has come a long way since its entry into the educational arena few decades back. The mode of teaching and learning, which initially started as a print medium of learning, has evolved into an online learning method supplemented by multimedia. With the availability of flexible technological tools, the development of a distance-learning curriculum has not become an easy job.

The task in developing a distance-learning curriculum is to ensure that the students are guided in achieving the intended outcomes in an effective and sustainable learning environment. In developing a curriculum, the designers need to be conscious about the disparities between traditional face-to-face learning and distance learning. The critiques are pointing to several deficiencies that could arise in a distance mode, namely:

- Lack of interaction
- Poor student mentorship
- Lack of motivation
- Inability to promote motor skill development
- Inefficient in promoting good attitudes
- Absent student-teacher bonding
- Failure in developing oral skills
- Inefficient feedback system, etc.

The distance education curriculum should be developed in such a way to minimize the negative impact caused by being at a distance. In order to achieve this, the following design strategies can be made use of.

- Identify the target learner group and analyse their characteristics such as learning style, prior knowledge, motivational factors, intention for doing the course and the ability to apply what was learnt, etc.
- Identify the learning outcomes of the course, and based on the target group, develop the objectives, which are both realistic as well as

measurable in order to achieve the intended outcomes.

- Gather the content that should be made use of in the process of achieving the intended objectives.
- Identify the mode of delivery of instructional content in a proposed distance learning process.
- Identify the teaching tools available for the distance programme in the selected method of content delivery. These may be presentations, video, pod casts, pdf files, images, etc. in an online environment.
- Identify the methods available for interaction through the intended distance education system. In an online environment, discussion boards and chat areas would be the gateways for interaction.
- Develop the instructional material following consideration of available options, intended learner characteristics, learning objectives as well as the cost effectiveness.
- Present the Instructional content through designated strategies in a realistic time- frame with adequate mentorship. The programme should promote discipline as well as maintain adequate motivation.
- Develop a proper mechanism in which continuous feedback is encouraged.

Open and distance learning materials are based on the principles of learning theories to create desirable conditions that will facilitate effective self learning, i.e. knowing the objective, following the contents step by step, involving the students actively in learning and so on. A distance learning text is designed and written in a modular-format to help home-based students to learn themselves effectively. The course material development process essentially overcomes the four stages: Pre-planning stage, Planning stage, Authoring stage, and Production stage.

Pre-Planning Stage:

In this stage, following works to be done:

- Preparing rough syllabus of the course,
- Finalization of the syllabus after discussing the same in workshops and curriculum development committees,

- Approval of the Academic Council of the Institution,
- Writers' and Editors' workshop,
- Preparation of the Model module, and
- Selection of Writers and editors.

Planning Stage:

When planning a course for distance education, the following questions are to be considered:

- What is the subject matter and content of the course?
- What is the aim and objective of the course?
- How much time will the students need to complete the course (study and assessment)?
- Who are the target audience (their levels of education, their employment status)?
- What are the other resources to be provided along with textbook?
- How will the course be assessed?
- How long will the course be? (i.e. approximately how many credits)

Authoring Stage:

This stage includes the following works:

- Manuscript authoring,
- Collecting the manuscript from authors,
- Sending the manuscript to referee,
- Editing the manuscript,
- Obtaining copyright permission.

Production Stage:

The following works are to be done in this stage:

- Word-processing and typeset
- Style editing
- First proof reading
- Team meeting
- Corrections/ illustrations
- Second checking for style and setting
- Second proof reading
- Corrections

- Final check by the author and instructional designer
- Printing

Apart from these technical issues and components, one of the most important things that should be kept in mind while developing the curriculum for the learners is that the basic function of curriculum is to prepare the young generation for the future. Therefore, the concerned authority designing and planning the curriculum must consider the changing times and the requirements of the people and situations. Some important questions are to be looked at before developing the curriculum in any stage of the educational level. They are as the following:

- What is the role of education in our society?
- Can the future of our society be influenced by the prevalent curriculum pattern in the educational institutions?
- How can we effectively involve others in planning the curriculum for the future of our society?

Besides these above-mentioned questions, there are some other aspects and evolving phenomena that influence the curriculum in the near future which are as follows:

- Demographic changes such as sex, age pattern, young population etc.
- Technological Innovations e.g. use of machines and increase in productivity
- Social Innovations that necessitate new system of education
- Cultural diffusion-transfer of idea, acculturation due to travel, trade, employment, media etc.
- Global trend of education that include global learning, internationalisation of education etc.
- Rise of the interdisciplinary approach-knowledge of various disciplines.

For the learners of the ODL system, the curriculum should be designed in such a way that it is interactive in nature. In the ODL system, the curriculum is known as Self Learning Materials (SLMs). With the help of these SLMs, learners can learn independently without taking extra help and assistance. The contents must be significant in terms of their contributions to the basic ideas, concepts, etc., particularly to learning abilities. The utility

criterion of the curriculum is concerned with the usefulness of the content. Feasibility is also one of the major criteria that compels the curriculum planners or SLM designers to analyse and examine the content in view of the time and resources available to the learner, costs involved, contemporary socio-political climate etc. The SLMs must be up to date, timely published, and necessary modifications should be done from time to time.



CHECK YOUR PROGRESS

Q 3: Mention some deficiencies of distance mode of learning.

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Q 4: Mention some strategies for curriculum development.

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5.5 MAJOR APPROACHES OF CURRICULUM DEVELOPMENT

An approach to curriculum reflects the person's view of the world, including what the person perceives as reality, the values he/she deems important, and the amount of knowledge he/she possesses. A curriculum approach reflects a holistic position of meta-orientation, encompassing the foundations of curriculum (the person's philosophy, or view of social issues), domains of curriculum (common and important knowledge within the field) and the theoretical and practical principles of curriculum.

The three major curriculum design models are implemented through the different approaches that are accepted by the teachers and curriculum practitioners. How the design is utilized, becomes the approach to the curriculum. The choice of accepting particular approach or design to the curriculum indicates the following things, which are:

- The bases of decisions about the types of experiences to be included

in the educational programme.

- The role of teachers, students or learners and other agencies in the process of curriculum planning.
- The choice of method for determining the selection and organisation of learning experiences provided by the school or the educational institution.
- The factors influencing the selection of objectives.
- The use of subject matter or content, etc.

The main approaches of the curriculum of distance education are discussed below:

Learner-Centred Approach:

This approach to curriculum design is based on the underlying philosophy that the learner is at the centre of the educational process. Here, the curriculum is made based on the needs, interests, purposes and abilities of the learners. In this approach, the curriculum is also built upon the learners' knowledge, skills, learning, and potentials. This approach considers the following:

- A new respect for the learner is fundamental.
- A new freedom of action is provided.
- The whole activity is divided into units of work.
- The recognition of the need for using and exploring other media for self-discovery and self-direction is embraced.

While developing curriculum for distance education, the following essential questions are to be kept in mind always. These are:

- What kind of educational qualification do they have?
- Have they all reached the same standard of knowledge, or are they at different levels?
- What languages did they use for their earlier studies?
- If they use other languages from the one now proposed, what standard of language performance can we expect?
- What do they want or need to learn?

There are some sub approaches under the learner centred approach of curriculum development. These are:

- **Topic-by-Topic Approach:** In this approach, there are no set relationships among the topics, so the ordering is not critical.
- **Chronological Sequence or Historical Approach:** Moving from past to present is a very common and easy to implement organisational pattern.
- **Spiral Approach:** In this approach, the main topics or concepts are revisited throughout the course, with new information or insight developing each time.

Subject-Centred Approach:

This approach of curriculum design prescribes different and separate subjects into one broad field. This approach considers the following:

- The primary focus is the subject matter.
- The emphasis is on bits and pieces of information, which are detached from life.
- The continuing pursuit of learning outside the school is not emphasized. Learning should only take place inside the classroom.
- The subject matter serves as a means of identifying the problems in living.

Problem-Centred Approach:

This approach is based on a curriculum design, which assumes that in the process of living, learners experience problems. Thus, problem solving enables the learners to become increasingly able to achieve complete or total development as individuals.

This approach is characterized by the following views and beliefs:

- The learners are capable of directing and guiding themselves in resolving problems, thus they become independent learners.
- The learners are prepared to assume their civic responsibilities through direct participation in different activities.
- The curriculum leads the learners to the recognition of concerns and problems and to seeking solutions. The learners are therefore considered problem solvers.

Human Relations-Centred Approach:

In the planning stage, a curriculum or the course content should be designed to foster effective social and inter-personal relations among human beings. In Human Relations-Centred Approach, the teacher starts with the problems his or her own children experience in daily living in the neighbourhood community, the state, the region, and the world. The usefulness of the humanistic approach of curriculum is centred around the needs of the children living in a social group. It is also believed that children learn best when they feel the need to learn, and when their needs are being met by the particular approach of the curriculum. Through this approach, courses may be developed in areas such as environmental issues, bio-diversity and sustainable development, national and international understanding, racism, population, communication and technology, and so on.

The main characteristics of this approach are mentioned below:

- It is founded upon a professional knowledge of human growth and development and the ways in which human beings learn.
- It recognizes the practicalities of group life.
- It provides opportunities to solve the common problems of the group, as they are manifested by the individuals.
- It is concerned with the implications of the changes in the nature and complexity of modern life.



CHECK YOUR PROGRESS

Q 5: Define the meaning of curriculum approach.

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Q 6: State briefly the approaches of curriculum.

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5.6 CONCEPT OF CURRICULUM EVALUATION

Before discussing curriculum evaluation, you should be acquainted with both the terms curriculum and evaluation separately. As you are already acquainted with what curriculum is, let us now focus on the term evaluation. Evaluation can be defined differently; it is a word used in a variety of ways, sometimes even with inaccurate and vague meanings. The verb "evaluate" means 'to judge' or 'to assess' the value of something. Thus, evaluation means the act of evaluating something. For example, we need to the evaluate pros and cons of something before taking a decision on it.

Evaluation is an activity, which consists of data collection, analysis, interpretation and reporting. Thus, curriculum evaluation may be an internal as well as an external activity and the process by which various data regarding the different aspects of the curriculum are collected, analysed, interpreted and finally reported to the various units of the education system. It is an activity conducted by the various units within the education system for their own respective purposes. These units may include national Ministries of Education, regional education bodies, institutional supervision and reporting systems, departments of education, school and communities.

5.6.1 Meaning of Curriculum Evaluation

Curriculum evaluation is a process that tries to measure the relevance, performance and success of any curriculum systematically and objectively within a stipulated period. It is necessary to take a decision regarding the usefulness of the curriculum to the learners and to identify whether the learners are able to achieve the stated objectives. Based on the definition of the term curriculum, the objectives of curriculum evaluation are decided. It may include Curriculum design, Learning environment, Instruction Process, Resources and Materials used in instructional process, need assessment, accreditation, cost effectiveness etc. For example, before joining this course or programme, you have reviewed

all the above-mentioned aspects and the merits/demerits, benefits, relevance of this course/programme in the present day context; this means you have evaluated this programme. Thus, it may be defined as management tool or a means to judge the accuracy of the curriculum.

Here, we have presented a few interpretations of the meaning of curriculum evaluation, so that you will get a proper idea about this:

- It includes all the aspects of school education right from objectives, syllabus, teaching aids, lesson plan, other materials and equipment, teacher performance, infrastructure and so on.
- It may simply be a judgement on the various processes of the institution. For example, views are taken from the different groups of people, from nonprofessionals to experts and society to the stockholders like students, teachers, parents, administrators etc. Finally, on the basis of the various views a judgement is made.
- It can be done by gathering relevant data with regard to various processes to find out whether the objectives of the curriculum are achieved or not.
- Evaluation can be made by other organization or body to access any curriculum or programme with respect to learners' progress.

Now, we shall discuss both the narrow and broader meaning of curriculum evaluation.

Narrow meaning of Curriculum Evaluation: It means the score or grades of the individual student on his/her whole performance. For example, educational institutions provide report cards to its students in which grades, scores or ranks of the students in terms of performance on various subjects are given. In other words, it means:

- Performance of the individual student with respect to his/her ability.

- Relative performance of the student among his/her peers.
- The position of the student with respect to national norms.

Broader Meaning of Curriculum Evaluation: It is something more than a student's individual performance, and hence, it does not put emphasis on absolute standards. It means:

- Modification or change of the student's behaviour with respect to achievement of the objectives.
- Use of different methods and approaches to gather evidence about the student's behavioural changes.
- Identification and interpretation regarding the student's modified behaviour that he/she achieves during the course of studies, which makes him/her more adjustable and competent with his/her surroundings.

From the above discussions, you must have developed an idea about curriculum evaluation. It is an essential component of curriculum development. Curriculum evaluation is started with the evaluation of the objectives of the curriculum and is wound up with the assessment of the achievement of the objectives.

5.6.2 Definition of Curriculum Evaluation

You have already understood that curriculum evaluation is an essential phase of curriculum development. Let us now list here some of the definitions given by different experts in the field of Curriculum:

- **Worthen and Sanders (1987):** "The formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum."
- **Ornstein and Hunkins (1998):** "A process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something-the curriculum in general or an educational textbook in particular."

- **Ronald Doll:** "Evaluation as a broad and continuous effort to inquire into the effects of utilizing content and process to meet clearly defined goal."
- **Stufflebeam:** "Evaluation as a process of delineating, obtaining and providing useful information for judging decision alternatives."



CHECK YOUR PROGRESS

Q 7: State whether the following are true or false:

a. Curriculum evaluation is a management tool to judge the accuracy of the curriculum. (.....)

b. Curriculum evaluation is purely an internal activity conducted by the respective institutions. (.....)

Q 8: Define narrow and broad meaning of curriculum evaluation.

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5.7 NEED OF CURRICULUM EVALUATION

Proper Education helps the future generation to take their due place in the society. With unsatisfactory and sub- standard educational goals, materials and methods of instruction, an educational institution is unable to produce knowledgeable, skilful and competent personnel who are necessary for social, cultural and scientific field. It is Curriculum Evaluation by which we can judge the efficiency of different programmes/ curriculum. After identifying the defects and deficiencies, new appropriate plans and actions can be undertaken to increase the efficiency or to decrease the defects and deficiencies. The need for curriculum evaluation may vary from institution to institution. It may depend on the nature and characteristics of the institutions. For example, the need for Curriculum Evaluation in primary or secondary school will be different from that of higher educational institutions. It will be different for Distance education system from the

conventional face-to-face education system. Let us discuss the need for Curriculum Evaluation in two different headings-Common Need for Curriculum Evaluation, and Need for Curriculum Evaluation in Distance Education.

Common Need for Curriculum Evaluation

A good Curriculum Evaluation is a cooperative/joint mission from the planning stage to execution as well as implementation stage. Cronbach (1963) had given three types of preferences for which evaluation is used. They are:

- Course Improvement: selecting suitable instructional material and methods, and identifying necessary changes.
- Decisions about individuals: Identifying the needs of the students so that students choose that curriculum and grouping, acquainting the students with their own deficiencies.
- Administrative regulations: Judging the school system and individual teachers.

Here, we have listed some common needs for which evaluation is carried out within different educational institutions.

- To identify the strength and weakness of the curriculum/programmes,
- To provide suggestions/decisions on operations, policy, strategy or approach related to ongoing or prospective curriculum.
- To exhibit accountability of a curriculum to the decision makers.
- To recognize the factors which are crucial and hostile for the curriculum and to identify the reason.
- To verify curriculum quality and management.
- To recognize the successful strategies for extension, growth, replication and reproduction of the curriculum.
- To modify and rectify unproductive strategies.
- To give an opportunity to the stakeholders of the curriculum to provide their views on the input, process and product/output of the curriculum.
- To determine the effectiveness of a curriculum and also to project intervention.

- To suggest improvement techniques related to future curriculum implementation.

Need for Curriculum Evaluation in Distance Education:

The Distance Education system is different from the conventional education system, structurally and functionally, so the need for Curriculum Evaluation is different in case of these two systems. DE system is an innovative approach to education. It is necessary to ensure whether the aims and objectives of education in this system are truly achieved or not. Some of the needs for which evaluation is carried out in Distance education institutions are as follows:

- To judge the achievement of aims and objectives of a curriculum as a whole,
- To judge the effectiveness of the course materials
- To find the inputs of a curriculum-number of staff, money and time spent, number of enrolled students, number and content of face to face contact programmes, time spent by the students, different types of multi-media employed and so on,
- To record the perception of the different stakeholders on the curriculum-learners, counsellors, administrators, parents etc,
- To explore, compare and find the most effective way among the different ways of providing the same service,
- To find whether there is any accidental effect of a curriculum on the stake holders,
- To get feedback on the progress of the curriculum towards achieving the aims and objectives,
- To judge the supports given to the learners of a curriculum at different stages,
- To explore the factors those affect the outcome of the curriculum.



CHECK YOUR PROGRESS

Q 9: List at least three needs for Curriculum Evaluation in Distance Education.

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5.8 LET US SUM UP

- The term "curriculum" is derived from the Latin word "currere" which means 'run'. It signifies a 'run-way' or 'a course' which one runs to reach a goal. The term Curriculum refers to the total programmes of the school organized for the students inside and outside the classroom. It is the sum total of good learning experiences that the students get in order to achieve the goals of education. It is framed in accordance with the educational policy of the nation.
- The task in developing a distance-learning curriculum is to ensure that the learners are guided in achieving the intended outcomes in an effective and sustainable learning environment. In developing a curriculum, the designers need to be conscious about the disparities between traditional face-to-face learning and distance learning.
- A distance learning text is designed and written in a modular-format to help home-based students to learn themselves effectively. Course materials development process essentially overcomes the four stages: Pre-planning stage, Planning stage, Authoring stage, and production stage.
- A curriculum approach reflects the holistic position of meta-orientation, encompassing the foundations of curriculum (the person's philosophy, or view of social issues), domains of curriculum (common and important knowledge within the field) and the theoretical and practical principles of the curriculum.

- Major approaches of the curriculum of distance education are: learner centred approach, subject centred approach, problem centred approach and human relation centred approach.
- The need for curriculum evaluation varies from institution to institution; similarly, it is different for Distance education system from the conventional face-to-face education system. However, to judge the achievement prescribed by the aims and objectives of a curriculum is a must for all types of institutions.
- Curriculum is the sum total of all the experiences to be provided to the learners by teachers and the institution. Evaluation is the process or activities meant for scrutinising the developed curriculum and accordingly it provides the management/academics the scope for modification. Curriculum evaluation is very important because a good curriculum is compulsory for the all round development of a child, proper growth of the system, society, and finally, for the development of the Nation.



5.9 FURTHER READING

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5.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. N. 1: Curriculum is a term used for properly planned activities and experiences, which are organized by an educational institution for the learner. It includes both the curricular and co-curricular activities.

Ans to Q. N. 2: According to Cunningham, "Curriculum refers to a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideal (objective) in his studio (school)."

Ans to Q. N. 3: Lack of interaction, poor student mentorship, lack of motivation, inability to promote motor skill development, inefficient in promoting good attitudes, absent student-teacher bonding, failure in developing oral skills, inefficient feedback system, etc. are the deficiencies that could arise in a distance mode.

Ans to Q. N. 4: Identify the target learner group and analyse their characteristics such as learning styles, prior knowledge, motivational factors, intention for doing the course and the ability to apply what was learnt, etc.

Ans to Q. N. 5: An approach to curriculum reflects the person's view of the world, including what the person perceives as reality, the values deemed important, and the amount of knowledge he or she possesses.

Ans to Q N. 6: Learner centred approach, subject centred approach, problem centred approach and Human Relations-Centred Approach are some of the approaches of curriculum development.

Ans to Q N. 7: a. True b. False

Ans to Q N. 8: According to narrow meaning, curriculum evaluation is the score or grades of the individual student with respect to his/her ability. Whereas broader meaning of curriculum evaluation is the modification

or change of the student's behaviour with respect to achievement of the objectives.

Ans to Q N. 9: The process of curriculum evaluation is needed, because it helps:

- to judge the achievement of aims and objectives of a curriculum as a whole,
- to identify the effectiveness of the course materials,
- to find the inputs of a curriculum-number of staff, money and time spent, number of enrolled students, number and content of face to face contact programmes, time spent by the students, different types of multi-media employed and so on.



5.11 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in around 150 words).

Q 1: Define the term 'curriculum'.

Q 2: Mention the differences between curriculum and syllabus.

Q 3: Mention the stages of curriculum development process.

Q 4: Write a note on the planning stage of curriculum development.

Q **5:** Explain the approaches of curriculum.

Q 6: Explain the idea of Curriculum Evaluation.

Q 7: Differentiate between narrow and broad meaning of curriculum evaluation.

Q 8: What is the need for curriculum evaluation? Justify your answer.

B. Long Questions. (Answer each question in around 300-500 words)

Q 1: Write an essay on the different processes of curriculum development.

Q 2: Discuss the various approaches of curriculum.

Q 3: Discuss the problem-centred approach of curriculum development.

Q 4: Discuss the learner centred approach of curriculum development.

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